

Assessment – “Letter”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

Instructor – Andrew Fletcher

Assignment Details

Information Sheet

CTGE 5534-L04 Beginning Reading and Writing in Inclusive Classrooms Fall Semester - 2013 Instructor - Andrew Fletcher	Information Sheet - Assessment - Letter to the Parent/Guardian of an Emergent or Beginning Reader
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Details:

Purpose	The purpose of this assignment is for students to be able to demonstrate their current knowledge base as related to the components of early reading, student assessment, and instructional planning. This demonstration will occur via the analysis of various student assessments administered to a focus student over the course of the semester along with the creation of an informal written document summarizing that assessment and laying forth recommendations for subsequent needed instruction.
Syllabus Description	"Use various tools to assess your focus student's literacy skills. Then make sense of and interpret the data culminating in a letter to the school/parent/guardian of the child. The letter may or may not be sent in actuality."
Value	This assessment is worth 20 points.
Formal Introduction of the Assessment	Week 10 – November 14th
Due Date	Week 15 – December 19th
Grading:	The grading for this assignment will be based on the provided rubric.

General Directions/Overview of the Assessment:

Over the course of the semester, you have worked with one focus student to conduct various assessments. You have been interpreting the data to make informed curricular/instructional recommendations to meet the child's literacy needs. Your final product for this course will be a letter in which you present your student to the parent/teacher/guardian/school. Your challenge will be to write in a professional and informative manner. You must also find a way to explain language and literacy terms in layman's language, so that the information is accessible to parents/guardians without your knowledge base.

Other Considerations:

- Use the accompanying template file to complete the letter assignment.
- Your letter will most likely be about six pages in length. It cannot exceed eight pages.
- Proofread your paper to ensure that it is cohesive and easy-to-follow.
- See the course syllabus for further details regarding the submission of work and APA style.
- You should hand in your work in the following order (use a binder clip only): Letter, "Focus Student Summary," various assessments, and a blank copy of the assignment rubric.

Template (Sections)

- Cover Page
- Introduction
- Overview of the Student (Child Interview)
- Overview of Findings
- Student's Strengths
- Student's Challenges/Areas of Need
- Recommendations
- Final Thoughts

Assessments

1. Print Awareness Assessment
2. Informal Test of Alphabet Knowledge
3. Test of Phonological Awareness
4. San Diego Quick Assessment of Reading Ability (Sight Words)
5. Decoding Assessment – Nonwords
6. Qualitative Spelling Inventory
7. Running Record (Fluency and Comprehension) (or Listening Assessment for Comprehension)
8. 6-Trait Assessment of Beginning Writers

Focus Student Summary

Focus Student Summary

Teacher:

Overview of Child

Focus Student's First Name:		"Child Interview" - Administered: Interests and Attitudes:
Grade:		
Age:		
School Name:		
School Type:		
Context of Your Work with the Student:		

Overview of Findings

	Assessment Administered	Accuracy/ Percentage/ Score (if relevant)	Student's Strengths	Student's Challenges/Areas of Need
"Print Awareness Assessment"				
"Informal Test of Alphabet Knowledge"				

Rubric

Candidate Name: _____ Semester & Year: _____ Certification Area: _____

CTGE 5534 Case Study & Parent Letter

Performance Indicator (ACEI & CEC)	Exceeds Standards 4 Points	Meets Standards 3 Points	Approaches Standards 2 Points	Below Standards 1 Points	Score & Comments
ACEI 1 Development, learning, and motivation	Provides exemplary knowledge of the student, (age and grade, academic history, student's interests, language and literacy development)	Provides satisfactory knowledge of the student, (age and grade, academic history, student's interests, language and literacy development)	Provides partial knowledge of the student, (age and grade, academic history, student's interests, language and literacy development)	Provides little to no knowledge of the student, (age and grade, academic history, student's interests, language and literacy development)	
ACEI 4 Assessment for instruction -	Exemplary evidence and interpretation of relevant formal and informal assessments	Satisfactory evidence and interpretation of relevant formal and informal assessments,	Partial evidence and interpretation of relevant formal and informal assessments,	Limited or no evidence and interpretation of relevant formal and informal assessments	
ACEI 3.2 Adaptation to diverse learners -	Candidate provides exemplary evaluation of and adaptations to student's strengths, weaknesses, and areas of instructional needs, as supported by data.	Candidate provides satisfactory evaluation of and adaptations to student's strengths, weaknesses, and areas of instructional needs, as supported by data.	Candidate provides partial evaluation of and adaptations to student's strengths, weaknesses, and areas of instructional needs, as supported by data.	Candidate provides little to no evaluation of and adaptations to student's strengths, weaknesses, and areas of instructional needs, as supported by data.	
ACEI 2.1 English language arts	Candidate creates an exemplary instructional plan for child, including information on the child's reading level and future classroom instruction balanced and sensitive to the child's needs.	Candidate creates a satisfactory instructional plan for child, including information on the child's reading level and future classroom instruction balanced and sensitive to the child's needs.	Candidate creates a below average instructional plan for child, including information on the child's reading level and future classroom instruction balanced and sensitive to the child's needs.	Candidate creates little to no instructional plan for child, including information on the child's reading level and future classroom instruction balanced and sensitive to the child's needs.	
ACEI 5.2 Collaboration with colleagues, families, and community agencies -	Candidate writes in exemplary tone, manner, usage of GUM to create professional and informative letter	Candidate writes in satisfactory tone, manner, usage of GUM to create professional and informative letter	Candidate writes in below average tone, manner, usage of GUM to create professional and informative letter	Candidate writes with little or no attention to tone, manner, usage of GUM to create professional and informative letter	
Total Score of 20 Points:					